Sefton Special Educational Needs and Disability (SEND)

Our Approach
Assess, Plan, Do Review

Sefton Council

Sefton – Graduated Approach

A Provision Map for **Maths**

SEN Code of Practice:

"Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment" (Code of Practice, 6.30, 6.31).

Whole School Systems
Quality First Teaching meets the need of all CYP. **SENCO as strategic lead with time to implement the** Code of Practice. - Inclusive ethos that supports learning and wellbeing of all CYP - focus on pupil strengths, ensure all pupils feel liked and valued. Consider whole school policies and practices including reasonable adjustments from a SEND perspective, accommodation and individual needs. - Child centred approach e.g., consistent language, approaches/strategies, reintegration planning. - Referral to team around the school - Positive relationships with staff and students within school. - Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed. - High expectations and positive growth mindset. - Early identification of need.	- Curriculum leads to co-ordinate whole school policies and curriculum. - Reference made to EEF best practice guidance for EY/KS1 and KS2/3 - EEF Early Mathematics Guidance - Reference made to DfE Mathematics Guidance - Programme of CPD to ensure that staff are trained in quality first and adaptive teaching approaches. - Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed. - Whole school provision maps plan for evidence based small group and one-to-one interventions. - Information is shared effectively across school to ensure support is consistent. - Staff are familiar with the Nasen teacher handbook - Staff refer to and cross reference provision maps to ensure a good understanding of a child's full profile of need. - EEF 'Five a day principles'. - Mixed ability or flexible groupings. - Refer to other relevant provision maps to address the needs of the whole child.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)

Universal Classroom Offer	• Refer to Sefton Inclusion Toolkit for guidance for assessment.
	• Review progress over time using pupil attainment data.
	• Review attendance data as a possible barrier to learning.
	• Consider underachievement or SEN?
	• Analyses scores from standardised tests – is it a specific difficulty or generalised? What are the gaps in learning?
	
	• Discuss strengths / difficulties with the pupil, parents / carers and teaching staff.
	
	• Observe the pupil in class – consider access to resources, groupings, seating position.
	
	• **Ask curious questions.** For example:
	   ○ What is the level of engagement in learning?
	   ○ What helps?
	   ○ Are there any concerns around:
	     ▪ Subitising
	     ▪ Cardinality and counting
	     ▪ Counting principles
	     ▪ Mathematical language
	     ▪ Interpreting symbols
	
	Difficulties could present as:
	• Inattentive
	• Off-task
	• Internalised response – emotional, frustrated, embarrassed, low self-worth, sad / depressed.
	• Externalised response – refusal, avoidance, defiance.
	• Low attendance
	• Low resilience
	• Organisational difficulties
	• Misconceptions when learning
	• Taking longer to understand new concepts
		High quality teaching:
		• Frayer Models
		• Provide positive feedback
		• Use of number songs / repetition
		• Use of maths stories
		• Promote mathematical talk
		• Explicitly teach mathematical vocabulary
		• Scaffold learning
		• Provide worked examples
		• Highlight key symbols
		• Plan for common misconceptions
		• Use of hinge questions
		• Variation Theory
		• Mathematical knowledge organisers – GCSE / KS2
		• Small step curriculum sequencing
		• Allow additional processing time
		• Avoid timed tasks
		• Provide visuals
		• Use real life examples
		• Number formation practice
		• Promote a growth mindset
		• Use of different coloured pens for hundreds, tens, units
		• Step by step guides for calculation
		
		Environment:
		• Create opportunities for group work / flexible grouping
		• Consider: seating position, personal space, classroom layout, displays, location of resources and IT
		• Visuals / signposting within the classroom is clear
		• Maintain an inclusive learning environment
			Teaching pedagogy:
			• Rosenshine's Principles of Instruction
			
			Staff Resources:
			• Primary calculation guidance
			• Identifying gaps in knowledge at KS3
			• Number Blocks support materials
			• Steve Chinn – Maths Explained
			• Concrete, pictorial, abstract approach
			• Sefton EP Service – Maths Difficulties
			
			Pupil Resources:
			• Mathematical representations at KS3
			• Illustrated maths dictionary
			• Concrete resources; Dienes, Cuisenaire rods times table grids, number line, 100 squares, bar models, place value counters / charts, coins, number beads.
			• Ten Frame
			• Numicon
				Quantitative and qualitative data to evidence progress against agreed prior targets/outcomes.
				
				Quantitative - attainment & progress data.
				
				Qualitative - Using observation, staff/pupil/parent views and pre and post data (e.g., questionnaire, scaling) evidence improvement in, for example:
				
				• Participation & engagement in learning.
				• Retention of key concepts and skills.
				• Independence.
				• Applying and generalising new skills to unfamiliar contexts.
				• Recording information in a variety of ways.
				• Confidence and self-esteem.
				• Clear approach/strategies of what to do when unsure

	Mild sensory needs Difficulties with fine motor skills	**Adaptations:** • Provide varied explanations, representation, examples for one concept • Plan for concrete, pictorial and abstract learning opportunities • Use of technology		• Positive response from pupil and parent/carer voice.
	Assess (Pupil Needs)	**Plan & Do (Strategies & Interventions)**	**Plan & Do (Resources)**	**Review (progress indicator)**
Targeted / Small Group	**Formative and summative assessment identify:** Increasing and persistent difficulties or gaps in attainment and progress. **Targets/outcomes to be developed based on recommended assessment and monitoring tools/toolkits, such as:** • Dyscalculia Checklist • Dyscalculia screener • Working Memory Rating Scale **General learning difficulties may present as:** • Working just below age-related expectations • Some difficulties with the acquisition of language / literacy / numeracy despite regular attendance, quality teaching and appropriate intervention • Difficulty with the pace of the curriculum delivery • Some problems with acquiring new concepts • Work avoidance e.g. out of seat, sharpening pencils, talking, toilet trips • Low –level disruption. • Bravado/over confident "it's easy" • Low self-esteem (aware of learning differences • Spoiling of own work • Challenging behaviour • Poor working memory • Difficulties with organisation	Refer to EEF Teaching & Learning Toolkit **Universal approaches plus additional and different support:** • Personalised individual support plan • High quality inclusive teaching plus additional time - limited interventions, designed to increase rates of progress. • Structured interventions with reliable evidence of effectiveness. See EEF Guidance • Recognise and remove barriers to learning • Small group tuition • Same day intervention • Modify language to reduce processing demand • Use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/classifying and categorising • Break lessons into chunks • Provide opportunities for pupils to overlearn and practice mathematical language • Provide additional resources, visuals, models. • Precision teaching to work on fluency, accuracy, and application of mental calculation skills. • Consider fonts used, size of type and coloured paper	**Evidenced Based Group interventions such as:** • Numicon • 1st class @ number • Dynamo Maths • IDL Numeracy • Mastering Number Programme • Snap Maths • Success @ Arithmetic • Talk 4 Number • Maths For Life **Referrals:** • Sefton Educational Psychology Service **Parental support:** • Dyscalculia for parents **School support:** • Team Around the School (TAS) • Understanding SPLD • Sefton EP Service – How to help dyscalculic pupils	Refer to Universal review progress indicators, in addition to: • Frequent cumulative review. • Review progress against intervention outcomes. • Able to apply and generalise skills to other contexts. • Improved self-esteem and attitude to learning. • Able to articulate their maths reasoning. • Improved and fluency, accuracy in mental calculation skills and application to problem solving.

		Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
		• Poor independence / reliant on adult support		**CPD:** • British Dyslexia Association webinars – Teaching for Neurodiversity • Steve Butnik – Slow processing speed **Resources:** • Communication in print software	
Specialist / Individual		**Formative and summative assessment identify:** • Significant difficulty in retaining learning or significant difficulty in applying learning • Working significantly below ARE **Specific learning difficulties may present as:** • Difficulties with sequencing and pattern spotting. • Difficulties with short term, working and long term memory. • Difficulties remembering how to do a calculation or follow a procedure. • Difficulties with mathematical language and word problems. • Difficulties with automatic retrieval of information such as times tables. • Use strategies such as finger counting. • Slow processing and information retrieval. • Over reliance of rote learning even if they don't understand what they are doing. • Unable to explain what they are doing. • Maths anxiety. • Difficulties understanding some maths concepts such as fractions and percentages. • Difficulties with number sense.	**Specialist support:** • Personalised individual timetable • High quality inclusive teaching plus personalised interventions to maximise progress • Structured 1:1 or very small group interventions (experienced staff 2:6) with reliable evidence of effectiveness • Incorporate pupil interests to improve motivation and engagement • Access to alternative methods of recording • Exam access arrangements • Personalised learning programmes based on multisensory principles with frequent overlearning. • Additional planning and arrangements for transition including baseline assessments. **Environment:** • Access to a quiet learning space • Movement breaks • Minimal distractions • Support with organisational skills	**Pupil Resources / Intervention:** • Access to assistive technology • Penfriend and audio recording devices • Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising • Use real objects wherever possible • Mastery approach to learning **Refer for specialist support:** Sefton specialist teaching service **Teacher Resources:** • Signs of dyscalculia • Maths Anxiety	Refer to Universal and targeted review progress indicators, in addition to: • Review progress against personalised outcomes. • Measurable progress against learning outcomes.

	Assessment: Engagement Model Pre-key stage 2 standards		Refer for specialist assessment: • Education, Health and Care Plan process	